

Joliet Township High School Bulletin



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JOLIET JUNIOR COLLEGE

What Is the Junior College?

The junior college is a comparatively new part of the American educational system, for it dates only from the first decade of the twentieth century; but it has shown a phenomenal development that proves beyond any doubt its essential place in our democracy. There are now, in this country, about 700 colleges and universities of the old four-year type, representing three centuries of development; on the other hand, we have over 300 junior colleges, representing only a quarter of a century's growth. Obviously the junior college is meeting an inherent need in the education of American youth. In no other way can we explain such rapidity of development.

Two factors, at least, contribute powerfully to the establishment of the junior college as the capstone of secondary education. One factor is the growing conviction, among educators and laity both, that our present system of general education, including the traditional four-year college course, is too long; and that specialization had better be begun at the age of twenty instead of twenty-two in order to complete professional education before twenty-seven, which is certainly a late age to begin an apprenticeship to a profession. The other factor is the general demand of the American people for more extended education for their youth, a demand which can be met economically and effectively by having the young people take advanced educational work at home, in the local junior college.

The inclusion of the junior college in the field of secondary education is

Junior College Offers Variety of Training

Numerous and varied curriculums in Joliet Junior College prepare students for advanced professional and technical curriculums.

LITERATURE AND ARTS

For those desiring general training preparatory to classical or literary study in a university, the literature and arts curriculum proves attractive. Language, history, mathematics, and science indicate the scope of courses in literature and arts.

TEACHER-TRAINING

The prospective teacher may select the teacher-training curriculum and secure, in addition to her general training, practice teaching that will enable her to go directly into elementary school teaching. This valuable instruction, actual teaching under actual conditions, has been secured by cooperation with the elementary schools of Joliet.

COMMERCE AND BUSINESS

Students who look forward to work in the business world find opportunities in the curriculums offered in pre-commerce, general business, and insurance. It is the specific purpose of such curriculums to give students a knowledge of the general principles underlying business and to lay the foundation for the

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Junior College Credit Accepted

Periodically, unfounded rumors are circulated in the community to the effect that Junior College students when transferring to other colleges and universities do not get full credit for the work done here. These reports are rapidly circulated, although they have no basis in fact. Students graduating from our Junior College receive hour for hour credit in colleges and universities and are treated just as advantageously as any other students from other collegiate institutions. Recently, written statements certifying these facts were secured in an effort to dissipate these rumors. They are quoted below.

From The University of Chicago

On the basis of its accredited relationships with the North Central Association of Colleges and Secondary Schools, work done in the Joliet (Illinois) Township Junior College is accredited on transfer of students from that institution to the University of Chicago on the same basis as similar work done in any other standard collegiate institution. Acting under this policy, a considerable number of students from the Joliet Township Junior College have been admitted to and have made creditable records in the Senior Colleges of the University of Chicago.

Students who have creditably completed well-organized programs such as are offered in the Joliet Township Junior College should, if continuing to do creditable work, have no difficulty in completing the requirements for a baccalaureate degree

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What Is the Junior College?

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justified, educationally, by two facts: in the first place, the subject matter and the methods of the junior college are in their most important aspects similar to those of the senior high school; and the goals that should be attained by the end of junior college are essentially what experience has taught us to expect as the proper outcome from the completion of the sophomore year of college under traditional conditions. Practically, we have to deal with at least three groups of secondary school students classified according to their occupational needs. First, many students who go to high school require training for certain routine positions in our American life,—the trades, the skilled clerical occupations, the skilled mercantile occupations. This can all be done on the traditional high school level, as we are now doing it in the Joliet High School. Secondly, there are certain phases of work in business, in engineering, in agriculture,—phases which may be termed the semiprofessions,—training for which can adequately be given on the junior college level, and which provision should be made for. Thirdly, the junior college should round out and complete the general education of those students who will attend senior college for specialization.

Marked satisfaction of parents and students with junior college is shown in the results of a careful and authoritative investigation made by Dr. Leonard V. Koos. To summarize briefly, the advantages of attendance at junior college are: less expensive, the alternative in many cases being no college training; the extension of home influence; instruction as good or better; more attention for the individual student; more satisfactory conditions for participation in extracurricular activities.

In conclusion, it is interesting to note at what cost the Joliet Junior College is being maintained. Of each \$2.75 of school tax levied on \$100 valuation \$.0163 is expended on the junior college; or, in other words, the Joliet Junior College is maintained at a cost of about a cent and a half for each \$100 of property valuation.

Offers Wide Variety

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more advanced and specialized curriculums offered by colleges of commerce and business administration. To this end these curriculums include money and banking, principles of economics and accounting and auditing.

INDUSTRIAL ADMINISTRATION

Those students who desire to go into industry are well provided for in the industrial administration curriculum. Physics, principles of economics, accounting, money and banking, all help in developing administrators in the industrial world.

PRE-MEDICAL, PRE-LEGAL

In the professional field provision is made for the future doctors and lawyers by the pre-medical and pre-legal curriculums. These curriculums offer basic substantial courses to prepare for the advanced specialized courses to be taken in professional institutions.

ENGINEERING

In engineering alone the number of curriculums is large, the variety corresponding to the variety of demands in this general field. The list includes general engineering physics, chemical, municipal and sanitary, electrical, civil, mechanical, and railway engineering. Railway engineering itself provides three separate curriculums: electrical, mechanical, and civil railway engineering.

AS IN UNIVERSITIES AND TECHNICAL SCHOOLS

Such curriculums correspond to the first two years' work offered in technical and professional curriculums of universities. The Junior College curriculums are outlined with special regard for the requirements of our state university, the University of Illinois, but are intended to give the broad substantial foundation required to do successful work of a specialized nature in any higher institution.

THE PURPOSE OF THE BULLETIN

It is the plan of the Board of Education and the administration of the High School to issue a Bulletin three or four times a year for the purpose of informing the patrons of the school and taxpayers of Joliet concerning the purposes and plans for the development and administration of the High School. The project of issuing the Bulletin is analogous to the plan of issuing a house organ used by many corporations; the purpose of the house organ being to inform stockholders and employees of the various activities of the organization. It will not be possible to cover all of the activities of the High School in any one issue but various phases of them will be presented from time to time. The Bulletin is in no sense a newspaper, although there will be news in it. It is essentially a description of the present and projected activities of the High School organization.

Junior College Credits Accepted

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from the University of Chicago in two years.

Walter A. Payne
Recorder and Examiner

From Northwestern University

Your letter of November 5th addressed to the Registrar has been turned over to me. There would be nothing incompatible with our policies if you were to state in your catalog that the College of Liberal Arts of Northwestern University accepts from your Junior College credit, hour for hour, presented with proper standing and covering courses corresponding to those offered in the College of Northwestern University. Therefore, individuals pursuing regular college work while at Joliet should be able to graduate at Northwestern University ordinarily in four years from the time they enter Junior College.

R. A. Kent,
Dean.

Growth of the Junior College

The following table shows the growth of the Junior College during the decade ending June 1928. It also shows what per cent of the total enrollment has been graduated each year. The data show that both the enrollment and the per cent graduating this year are the highest to date. The class of 1928 exceeds the class of 1927 in numbers by 44.4%

Enrollment and Per Cent Graduating from Junior College During Past Decade

School Year	Enrollment	Per Cent Graduating
1918-1919	90	16.6
1919-1920	82	9.75
1920-1921	85	21.2
1921-1922	108	16.6
1922-1923	130	13.9
1923-1924	146	28.1
1924-1925	162	25.3
1925-1926	197	19.8
1926-1927	207	21.7
1927-1928	208	30.8

An increase in the per cent graduating seems to indicate that the college is giving greater satisfaction than ever before and that students are returning in greater numbers for a second year of work. Less than 10% of the students enrolled in June, 1927, decided to go elsewhere, for the same type of work offered here, in September, 1927. Students dropping out did so for the following reasons, viz. poor scholarship, poor health, lack of funds, to go to work.



I. D. YAGGY, DEAN OF THE JUNIOR COLLEGE

Student Council

The purpose of council is to forward all those things which will be for the best interests of the students. The council aims to bring about 100% cooperation between faculty and students especially in the field of extracurricular activities.

The membership of the council includes the class presidents, a representative from all special interest clubs, and two persons elected at large from the student body. Any student in good standing may serve and all are requested to contribute ideas so that the council may serve as a clearing house or open forum.

The council meets every two weeks under the sponsorship of Miss Jones.

HONOR ROLL

Second Year Students

(For the semester ending January 17, 1928)

	Average Grade	Hours carried
Wellman, Leighton	94.38	21
Ryan, Denny	93.01	17
Booth, Vilas	92.29	17
Barnes, Vernon	92.06	18
Condo, Fred	91.68	19
Corbin, Helen	91.56	18
Corbin, Evelyn	91.31	16
Schuster, Mary E.	90.56	18
Kertes, Margaret	90.50	18
McKeown, Charles	90.47	15
Day, Winifred	90.1	15

Honor rolls like the above are made out each semester for each class. These rolls contain the names of all students carrying twelve or more semester hours of work with an average semester hour grade of 90 or more.

Astronomy

The three hour course in astronomy which was first given three years ago has attempted to increase the students' knowledge and interest by the introduction of laboratory exercises. The exercises followed are largely from those used at Harvard University and Wellesley College. The equipment of the physics depart-

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JUNIOR COLLEGE FACULTY



JUNIOR COLLEGE CLUB

Opportunities for Extra-Curricular Activities

Activities for students in the Joliet Junior College are so varied that there is some phase of social life which should prove attractive to each individual.

The College is invited to join the high school in its informal Social Hour on Friday afternoons, and may organize its own evening parties in each semester. One affair that has become traditional is the banquet given by the freshmen for the sophomores as a feature of the commencement season each year. Besides these general activities each student may choose a part in a specific organized activity according to his interests. The College Club, Athletics for men and for women, French Clubs, Journalism and Dramatics are all organized and offer the students the following opportunities.

THE JOLIET JUNIOR COLLEGE CLUB

The social life of the Junior College takes place largely through the activities of the Junior College Club, to which any member of the College is eligible for membership by the payment of a fee of fifty cents a semester.

On the first Monday of every month the Club holds a regular meeting at which are presented programs differing widely in character from time to time. For instance, one

meeting this year was on "Miracles of Science," a stunt scientific program. Santa Claus' Work Shop, and Christmas Carols of various lands made the Christmas program; and the March program was the presentation of three one act plays, one German, one French, and the third English. The May program included a picnic. All these programs are presented by school talent.

However, the Club has adopted the policy of having one meeting a year to which there is invited to come a person who has done creative work of outstanding quality in some field or other of human endeavor. This

year Mr. Frank V. Dudley, "the painter of the Dunes," together with his wife presented a program called "Art in Painting and Song." Last year Mr. Donald Robinson told of his trips into the Arctic as MacMillan's first mate. Practically the whole of the Club dues are expended on this program.

Besides the program meeting the Club may, if it wishes, have one dance a month. These dances are mostly informal and given in the school building, but it is becoming customary to have one formal party a year outside the school.

JUNIOR COLLEGE ATHLETICS FOR MEN

Interest in athletics is increasing rapidly at Joliet Junior College, due largely to our membership in the Northern Illinois Association of Junior Colleges. Regularly scheduled games are played, and meets held with teams representing each of the other five members of the conference. At present Joliet is competing in basketball, baseball and track, but expects in the near future to add both football and swimming to its athletic activities.

ATHLETICS FOR WOMEN IN JUNIOR COLLEGE

The Junior College girls interested in athletics have an opportunity to play hockey, basketball, and baseball in season. The teams play each



STUDENT COUNCIL

other for class championship. An all-college team is then picked to play an all-high school team.

The program for the physical education classes in the college consists of marching, floorwork, clogging and folk dancing.

COLLEGE FRENCH CLUBS

There are two French Clubs in Junior College, Feytel and First Year French Club.

The activities of these clubs tend at once to furnish a literary background for class work and to develop social life among the students. The essence of all that is finest and best in college life permeates these club meetings. They create a milieu where French may be used and heard in drama, toast and song. Quaint customs are vividly portrayed.

In this milieu students often make the acquaintance of people notable in various lines of world activities. They find none too great to do them honor when sought through the medium of their books in club life.

JOURNALISM AND DRAMATICS

For the student journalist, actual or potential, the newspaper needs of Joliet Junior College afford him continuous opportunity to exercise his ability. The college has a page in the weekly paper published by the high school. A complete staff is maintained, and positions on it are open to all college students. The college section of the weekly has proved to be an effective means for



1927-'28 BASKETBALL TEAM

publicity and an important part of the college atmosphere. Similarly the college has a section in the high school annual. Here again the staff is open to industrious, hard-working, students from the entire college. The annual is the permanent record of school activities, and of the students themselves. Both publications are under the guidance of a faculty sponsor, but the students are unre-

stricted in developing them to any desirable degree.

The drama of the Junior College belongs in the class of extra-curricular activities. A considerable interest is expressed in this type of work. One big production is given each year in the Fall Term. There is a good deal of rivalry for the parts assigned, and the cast works hard to put over the best production ever given.

This year the offering was Booth Tarkington's "Seventeen," which was given to a capacity house. The proceeds of the plays are given to the Junior College Loan Fund, and are one of the sources of its revenue.

One club night of the College Club is given over to a drama evening, with a program of one act plays. It brings out the largest attendance of the club. This year the plays given were an English play, a German play, and a French play. The dramatic coach of the High School is Miss Lena Dickinson who has charge of the dramatic work of the College.



A JUNIOR COLLEGE PLAY



SIXTY-FIVE IN THE GRADUATING CLASS

TABLE I. Six Months After Graduation the J. T. H. S. Class of 1927 Was Distributed as Follows:

	Boys	Girls	Total	% of Class
1. Graduates in School				
Joliet Junior Col.	24	36	60	23.4
Other Col. & Univ.	15	17	32	12.5
Commercial Schools etc.	3	6	9	3.5
Nurses' Training		11	11	4.3
Total number in school	42	70	112	43.7
2. Graduates Employed				
Types of Work				
Clerical	15	39	54	21.1
Saleswork	9	7	16	6.3
Mechanical Trades	16		16	6.3
Miscellaneous	8	5	13	5.1
Total Employed	48	51	99	38.7
3. Graduates Unemployed	6	21	27	10.5
4. Married		4	4	1.6
5. No Information	8	6	14	5.5
GRAND TOTAL	104	152	256	100.

TABLE II. Status of Joliet Junior College Class of 1927, Six Months After Graduation

	Boys	Girls	Total	% of Class
Graduates in Universities and Technical Schools	12	6	18	40.
Graduates Employed	9	12	21	46.7
Graduates Unemployed	1	2	3	6.65
No Information Available	3		3	6.65
GRAND TOTAL	25	20	45	100.

WHAT BECOMES OF OUR GRADUATES?

The graduates of our high school and junior college may be approximately classified in two groups. For the first graduation is simply a stepping stone to the college or university and a professional or technical career. For this group a comprehensive collection of university catalogs is available in the high school office, while the transfer, adjustment of credits, etc., is made easy through cooperation with higher educational institutions. For the second group, graduation marks the end of their school career and their entrance into a life work. One of the important functions of the personnel department is to assist the pupils of this group in securing suitable employment.

In order to render the maximum service, we must constantly keep in touch with our recent graduates.

A study of Table I indicates that approximately half of our high school graduates will secure further educational training, as 44% are now in school and several of those employed are earning money for further study. Of the graduates who go to college, two out of every three enroll in the Joliet Junior College, indicating the holding power of the local institution.

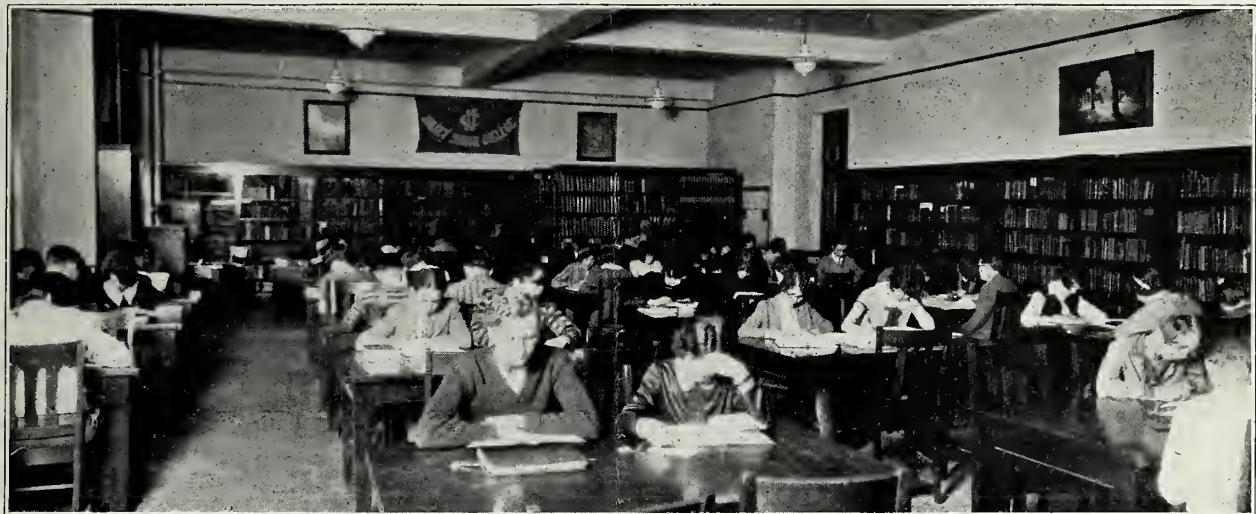
According to the report of the Joliet Free Employment Agency* there were 243 applicants for every 100 jobs in Joliet during the month of January, which indicates the most serious employment situation since 1921.

In view of this situation, the percent of our 1927 graduates unemployed, 10.5%, is not abnormal and only reflects the local labor situation.

Table II shows that 40% of our Joliet Junior College graduates of the class of 1927 are now enrolled in universities or technical schools, while interviews with others indicate that they plan to continue their education as soon as funds are available.

* Illinois Labor Bulletin, March 1928, pp. 136 and 142.

Complete information about the courses at the Joliet Junior College may be had by writing for a Junior College Bulletin. Address: I. D. Yaggy, Dean, Joliet Junior College.



JUNIOR COLLEGE LIBRARY

The college library contains 5,500 bound volumes and over 800 pamphlets. The Dewey Decimal System of Classification is used and all additions are catalogued promptly. Sixty-five periodicals, 57 by subscription and 8 by gift (always welcome), are regularly received. These magazines are bound at the end of each year and form useful material for reference work. The students have direct access to the shelves, which gives them a greater incentive to further reading.

Joliet College Loan Fund

Nine hundred and fifty dollars borrowed to go to college and repaid in full with interest in three years after graduation, is the record of one girl graduate of the Joliet Junior College. Seven hundred dollars borrowed and repaid with interest in four years, in spite of the pressure of younger members in the family and the low income on a home farm, is the record of another girl borrower out of the College Loan Fund. All told nine students, who have borrowed in the aggregate \$3725.00, have completed their college educations and finished repayment of their loans with interest. Thirteen more students have borrowed an aggregate of \$9490. Five of these have already finished college and have repaid \$815.25 of their loans. The other eight are still in college.

The College Loan Fund was established first in November, 1922, when several teachers at the J. T. H. S. offered jointly to loan money for college to a worthy girl who could not have gone otherwise. Since then the fund has grown by gifts, by interest on the funds loaned, by profit from second-hand book sales, and chiefly

by the proceeds from the annual Junior College play. The fund has grown in the six years of its existence to \$10,114.57. The loans are in no wise charity; the whole transaction is purely a business one. The Association which holds the funds and makes the loans is incorporated, and the contract entered into by the student is a business contract. It is an honor to be granted a loan, an evidence of a record of good ability and fine character, not a gift of charity.

The J. T. H. S. Budget

Many people fail to realize the duplex character of a modern educational institution. In addition to its function as an educational institution, it is a financial and business institution. In its business phases it is in all respects comparable to any other major industry in the community. For this reason the preparation of its budget is an intricate affair. In the past, educational institutions have not fully realized the importance of squaring its financial tasks with the best modern practices. The best educational institutions on the business side are managed with the

same efficiency as any modern business concern.

In the Joliet Township High School, the fiscal year begins on July 1st and extends to June 30th of the following year. In preparation for the fiscal year, the work on the budget begins shortly after January 1st. The various departments are required to list their requirements with accurate estimates of cost in minute detail. These requirements are classified in each case under three heads, namely equipment, supplies, maintenance. Equipment represents those items of apparatus which will serve the department for a considerable period, perhaps several years, such as machinery, maps, scientific apparatus. Supplies are those instructional helps that are consumed in the using, as example, chemicals, chalk, paper, etc. Maintenance has to do with the repair and replacement of equipment.

After the heads of the various departments have prepared their various reports, they are each turned in to the cabinet officer of the school who is responsible for the department concerned. There are eight cabinet officers who participate in this and other administrative activities of the

school. It is the duty of the cabinet officer to classify and correlate the reports from the various heads of departments responsible to him, and prepare a unified report to the Superintendent. This must be done before the first of March each year.

It is the duty of the Superintendent to codify the budgetary reports from each of the cabinet officers and weld them all into a single, unified and comprehensive budget for the entire institution. In conjunction with his other duties this usually takes from one month to six weeks when it is presented to the Board of Education for study and final action. During this process, from January to the middle of April, plans for the succeeding year are discussed in the Board of Education from time to time. These plans so far as they affect the budget are introduced by the Superintendent into his final report.

The Board of Education, whose developing policies have been introduced into the budget during the previous months, is thus able to deal with the budget in the final form in relatively short time. In the final report, it makes whatever modifications and changes seem necessary and then adopts the whole as the fiscal plan for the succeeding year. It is not understood that the appropriations made give authority to purchase. The various items in the budget merely mean that the Board is prepared to make expenditures if it shall finally seem wise.

The budget itself is rather a voluminous affair, containing over two hundred items, each of which must be carefully estimated on the basis of the previous experiences of the institution. These items are classed under major heads as follows:

- I. Business Administration
- II. Educational Administration
- IIa. Instructional Expenses
- III. Operation of Plant
- IV. Maintenance
- V. Auxiliary Charges
- VI. Fixed Charges
- VII. Capital Outlay
- VIII. Debt Service

During the fiscal year beginning on July 1, expenditures are carefully checked every step of the way against appropriations made. A report is made to the Board of Education every

month of the total expenditures previously made under each item, the expenditures during that month under each item, the amount of money still unexpended in each item, and, if per chance any item is overdrawn, there is a column to show that item also. Furthermore, in each and every purchase made in the institution the clerk of finance notes on the requisition covering the purchase the balance left in the appropriation to which the proposed purchase belongs. Hence, the Superintendent and the Board of Education know in each purchase, large or small, how much money remains for each item of appropriation after every proposed purchase. In this way the finances of the institution are kept in accurate control.

Furthermore, budgetary studies have recently been made covering the last four years to show the comparative status of the various items in the budget covering a period of years. This gives an intelligent overview of the whole situation. Because of these accurate plans with reference to the budget, the institution never runs beyond its budgetary plans. It always spends less than the preliminary plans call for by careful management during the year.

As a general statement of its present financial situation, it is interesting to note that at the present time it

the institution is paying off its funded and current debt at the rate of about \$125,000 per year.

Astronomy

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ment offers an opportunity for extensive study of optical instruments and spectroscopy which are responsible for the extension of knowledge of the solar system and the sidereal universe. There has been an attempt to build up these exercises around the student's own experience and to encourage his closer observation of nature.

The astronomy library has grown rapidly since the course was introduced. Most of the books are profusely illustrated, bringing to the student the historical aspect of the subject as well as the results of the more recent research. A number of magazines of popular nature as well as technical magazines are available to the student.

The 4½ inch equatorial telescope has been the means of a large number of students glimpsing their first star-cloud, planet or nebula. The instrument was recently mounted on a base reaching to the ground and the resulting steadiness has given increased pleasure in observing with it.



SURVEYING CLASS